**SECOND GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

* Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for *clarity and specificity*.

**AUGUST/SEPTEMBER (26 days)**

**TOPIC 1 – UNDERSTANDING ADDITION AND SUBTRACTION**

**TOPIC 2 – ADDITION STRATEGIES**

**TOPIC 3 – SUBTRACTION STRATEGIES**

Topic 1 (7 days), Topic 2 (8 days), , Topic 3 (7 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1. Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | **Topic 1**  1-1 Addition: Writing Addition Number Sentences | 1 | Page 1 G-H Interactive Math Story Each story is available in a big book and a digital version for projection in your classroom  Games associated with each lesson introduced and made available for students' use. |
| 2.OA.1 | 1-2 Addition: Stories About Joining | 1 |  |
| 2.OA.1 | 1-3 Subtraction: Writing Subtraction Number Sentences | 1 |  |
| 2.OA.1 | 1-4 Subtraction: Stories About Separating | 1 |  |
| 2.OA.1 | 1-5 Subtraction: Stories About Comparing | 1 |  |
| **Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.** 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/'or the relationship between addition and subtraction. | 1-6 Subtraction: Connecting Addition and Subtraction | 1 | **Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.** 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/'or the relationship between addition and subtraction. |
| 2.NBT.5 | 1-7 Problem Solving: Using Objects | 1 | 2.NBT.5 |
|  |  |  |  |
| 2.OA.1 2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | **Topic 2**  2-1 Addition: Adding 0,1,2 | 1 | Page 33 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.OA.2 | 2-2 Addition: Doubles | 1 |  |
| 2.OA.2 | 2-3 Addition: Near Doubles | 1 |  |
| 2.NBT.5 2.NBT.9. Explain why additions and subtraction strategies work, using place value and the properties of operations. | 2-4 Addition: Adding in Any Order | 1 |  |
| 2.NBT.5 2.NBT.9 | 2-5 Addition: Adding Three Numbers | 1 |  |
| 2.OA.2 | 2-6 Addition: Making 10 to Add 9 | 1 |  |
| 2.OA.2 | 2-7 Addition: Making 10 to Add 8 | 1 |  |
| 2.OA.1 | 2-8 Problem Solving: Draw a Picture and Write a Number Sentence | 1 |  |
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| **Operations and Algebraic Thinking: Add and subtract within 20.** 2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two and one-digit numbers. | **Topic 3**  3-1 Subtraction: Subtracting 0,1,2 | 1-2 | Page 69 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| **Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.** 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 3-2 Subtraction: Thinking Addition to Subtract Doubles | 1 |  |
| 2.NBT.5 | 3-3 Subtraction: Thinking Addition to 10 to Subtract | 1 |  |
| 2.NBT.5 | 3-4 Subtraction: Thinking Addition to 18 to Subtract | 1 |  |
| 2.OA.2 | 3-5 Subtraction: Finding the Missing Part | 1 |  |
| 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 3-6 Problem Solving: Two-Question Problems | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | SEPTEMBER 7th – 24th |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 4 – PLACE VALUE**

Topic 4 (11 days), Common Formative Assessment/CFA & Differentiation (6 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and Operations in Base Ten: Understand place value.** 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the special cases. | **Topic 4**  4-1 Number: Models for Tens | 2 | Page 97 G-H Games associated with each lesson introduced and made available for students' use. |
| 2.NBT.1 | 4-2 Number: Models for Tens and Ones | 1 |  |
| 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 4-3 Number: Reading and Writing Numbers | 1 |  |
| 2.NBT.4. Compare two three-digit numbers based on meanings of the hundred, tens, and ones digits, using symbols to record the results of comparisons. | 4-4 Number: Using Models to Compare Numbers | 1 |  |
| 2.NBT.4 | 4-5 Number: Using Symbols to Compare Numbers | 1 |  |
| 2.NBT.4 | 4-6 Number: Before, After, and Between | 1 |  |
| 2.NBT.1 | 4-7 Number: Order Numbers | 1 |  |
| 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s. | 4-8 Patterns: Number Patterns on a Hundred Chart | 1 |  |
| **Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.** 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | 4-9 Patterns: Even and Odd Numbers | 1 |  |
| **Measurement and Data: Represent and interpret data.** 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 4-10 Problem Solving: Use Data from a Chart | 1 |  |
| Differentiation Days | Reteach or extend as needed | 6 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 5 – COUNTING MONEY**

**TOPIC 6 – MENTAL ADDITION**

Topic 5 (6 days), Topic 6 (5 days) Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data: Work with time and money.** 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* | **Topic 5**  5-1 Money: Dime, Nickel, and Penny | 1 | Page 141 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.MD.8 | 5-2 Money: Quarter and Half-Dollar | 1 |  |
| 2.MD.8 | 5-3: Money: Counting Collections of Coins | 1 |  |
| 2.MD.8 | 5-4: Money: Ways to Show the Same Amount | 1 | 2.MD.8 |
| 2.MD.8 | 5-5: Money: One Dollar | 1 | 2.MD.8 |
| 2.MD.8 | 5-6: Problem Solving: Make an Organized List | 1 | 2.MD.8 |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Numbers and Operations in Base Ten: Use Place Value Understanding and Properties of Operations to Add and Subtract** 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | **Topic 6**  6-1 Addition: Adding Tens | 1 | Page 169 G-H Games associated with each lesson introduced and made available for students' use. |
| 2.NBT.5 | 6-2 Addition: Adding Ones | 1 |  |
| 2.NBT.5 | 6-3 Addition: Adding Tens and Ones | 1 |  |
| 2.NBT.7 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.  understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 6-4 Addition: Adding on a Hundred Chart | 1 |  |
| **Operations and Algebraic Thinking: Represent and solve problems involving additions and subtractions.** 2.0A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. | 6-5 Problem Solving: Look for a Pattern | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 7 – MENTAL SUBTRACTION**

**TOPIC 8 – ADDING 2-DIGIT NUMBERS**

Topic 7 (5 days), Topic 8 (4 days) Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 2.NBT.5 | **Topic 7**  7-1 Subtraction: Subtracting Tens | 1 | Page 193 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.OA.1 | 7-2 Subtraction: Finding Parts of 100 | 1 |  |
| 2.NBT.7 | 7-3 Subtraction: Subtracting on a Hundred Chart | 1 |  |
| 2.NBT.5 | 7-4 Subtraction: Adding On to Subtract | 1 |  |
| 2.OA.1 | 7-5 Problem Solving: Missing or Extra Information | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.** 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. | **Topic 8**  8-1 Addition: Regrouping 10 Ones for 1 Ten | 1 | Page 217 G-H Games associated with each lesson introduced and made available for students' use. |
| 2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 8-2 Addition: Models to Add Two and One-Digit Numbers | 1 |  |
| 2.NBT.6 | 8-3 Addition: Adding Two- and One-Digit Numbers | 1 |  |
| 2.NBT.7 | 8-4 Addition: Models to Add Two-Digit Numbers | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 8 – ADDING 2-DIGIT NUMBERS**

**TOPIC 9 – SUBTRACTING 2-DIGIT NUMBERS**

**TOPIC 10 – USING ADDITION AND SUBTRACTION**

Topic 8 (3 days). Topic 9 (7 days), Topic 10 (6 days , Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 2.NBT.6 | **Topic 8**  8-5 Addition: Adding Two-Digit Numbers | 1 | 2.NBT.6 |
| 2.NBT.6 | 8-6 Addition: Adding Three Numbers | 1 | 2.NBT.6 |
| **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 8-7 Problem Solving: Draw a Picture and Write a Number Sentence | 1 | **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Topic 9**  9-1 Subtraction: Regrouping 1 Ten for 10 Ones | 1 | Page 249 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.NBT.5 | 9-2 Subtraction: Models to Subtract Two-and One-Digit Numbers | 1 |  |
| **Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.** 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 9-3 Subtraction: Subtracting | 1 |  |
| 2.NBT.5 | 9-4 Subtraction: Models to Subtract Two-Digit Numbers | 1 |  |
| 2.NBT.5 | 9-5 Subtraction: Subtracting Two-Digit Numbers | 1 |  |
| 2.NBT.5 | 9-6 Subtraction: Using Addition to Check Subtraction | 1 |  |
| **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1.Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 9-7 Problem Solving: Two-Question Problems | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| **Measurement and Data: Work with time and money.** 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.  Example: If you have 2 dimes and 3 pennies, how many cents do you have? | **Topic 10**  10-1 Addition: Adding money | 1 | Page 281 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.MD.8 | 10-2 Addition: Estimating sums | 1 |  |
| **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 10-3 Addition: Ways to Add | 1 |  |
| 2.MD.8 | 10-4 Addition: Subtracting money | 1 |  |
| 2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 10-5 Addition: Estimating differences | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 11 – GEOMETRY**

**TOPIC 12 - FRACTIONS**

Topic 11 (7 days), Topic 12 (2 days), Common Formative Assessment/CFA & Differentiation (9 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry: Reason with shapes and their attributes.** 2.G.1.  Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.  Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | **Topic 11**  11-1 Flat Surfaces, Vertices, and Edges | 1 | Page 313G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. \*\* Vocabulary - quadrilateral, pentagon, hexagon missing from this topic. |
| 2.G.1. | 11-2 Relating Plane Shapes to Solid Figures | 1 |  |
| 2.G.2. Partition a rectangle into rows and columns of same-size squares and count them to find the total number of them. | \* **3rd grade** 16-5 | 1 | \*\*Refer to third grade Envision lesson: 16-5 |
| 2.G.3.  Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.  Recognize that equal shares of identical wholes need not have the same shape. | 11-4 Cutting Shapes Apart | 1 |  |
|  | 11-5 Congruence | 1 | Second graders should have a foundation for understanding congruence.  BIG Idea. |
|  | 11-7 Symmetry | 1 | Second graders should have a foundation for understanding symmetry.  BIG Idea. |
| 2.G.1. | 11-8 Problem Solving.  Use Reasoning | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
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| 2.G.3. | **Topic 12**  12-1 Fractions: Wholes and Equal Parts | 1 | Page 349 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.G.3. | 12-2 Fractions: Unit Fractions and Regions | 1 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 13 – MEASUREMENT**

**TOPIC 15 – TIME**

Topic 13 (7 days), Topic 15 (3 days), Common Formative Assessment/CFA & Differentiation (10 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data:** **Measure and estimate lengths in standard units.** 2.MD.1.  Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | **Topic 13**  13-4 Measurement: Inches, Feet, and Yards | 1 | Use these websites and others to help find lessons for use in your classroom: http://illuminations.nctm.org www.uen.org |
| 2.MD.1. | 13-5 Measurement: Centimeters and Meters | 1 |  |
| 2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. |  | 1 | "Inchworm Measurement" Lesson (adapt to Core): www.uen.org/Lessonplan/preview.cgi?LPid=2140  "To an Inch and Beyond" Lesson: www.uen.org/Lessonplan/preview?LPid=21503 |
| 2.MD.3.  Estimate lengths using units of inches, feet, centimeters, and meters. |  | 1 | \*\*Refer to third grade Envision lessons: 14-3, 15-1, 15-2 "Measurement Mania" Lesson (adapt to Core): www.uen.org/Lessonplan/preview.cgi?LPid=10986 |
| 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |  | 1 | Refer to "Body Measurements" Lesson for ideas: http://illuminations.nctm.org/LessonDetail.aspx?id=L659  Refer to "As People Get Older, They Get Taller" lesson for ideas: http://illuminations.nctm.org/LessonDetail.aspx?ID=U171 |
| **Relate addition and subtraction to length.** 2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. |  | 1 | Extend Measurement lessons listed above to help you create word problems in addition and subtraction. |
| 2.MD.6.  Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. |  | 1 | Refer to "Tic-Tac-Toe" lesson for ideas (this is a first grade lesson that has several components and can be adapted): http://www.uen.org/Lessonplan/preview.cgi?LPid=21445 |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
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| **Measurement and Data: Work with time and money.** 2.MD.7.  Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | **Topic 15**  15-1 Time: Telling Time to Five Minutes | 1 | Page 449 G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| 2.MD.7. | 15-2 Time: Telling Time Before and After the Hour | 1 |  |
| 2.MD.7. **Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.** 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 15-6 Time: Multiple-Step problems | 1 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 16 – GRAPHS**

**TOPIC 17 – NUMBERS AND PATTERNS TO 1,000**

Topic 16 (5 days), Topic 17 (9 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data: Represent and interpret data.** 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.  Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | **Topic 16**  16-1 Graphs: Organizing Data | 1 | Page 477G-H Interactive Math Story  Games associated with each lesson introduced and made available for students' use. |
| 2.MD.10. | 16-2 Graphs: Pictographs | 1 |  |
| 2.MD.10. | 16-3 Graphs: Bar Graphs | 1 |  |
| 2.MD.10. | 16-7 Graphs: Use a Graph | 1 |  |
| 2.MD.9.  Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.  Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. |  | 1 | Refer to "As People Get Older, They Get Taller" lesson for ideas: http://illuminations.nctm.org/LessonDetail.aspx?ID=U171  Link to science lessons wherein you track changes in temperatures, rainfall/snowfall, etc. |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| **Numbers and Operations in Base Ten:** **Use place value understanding and properties of operations to add and subtract.** 2.NBT.8.  Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. | **Topic 17**  17-1 Number: Building 1,000 | 1 | Page 509G-H Interactive Math Story Games associated with each lesson introduced and made available for students' use. |
| **Understand place value.** 2.NBT.1.  Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.  Understand the following as special cases. | 17-2 Number: Counting Hundreds, Tens, and Ones | 1 |  |
| 2.NBT.1. 2.NBT.3.  Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.7.  Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.  Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 17-3 Number:  Reading and Writing Numbers to 1,000 | 1 |  |
| 2.NBT.7. | 17-4 Number: Changing Numbers by Hundreds and Tens | 1 |  |
| 2.NBT.8. | 17-5 Number: Patterns with Numbers on Hundreds Chart | 1 |  |
| 2.NBT.4.  Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | 17-6 Number: Comparing Numbers | 1 |  |
| 2.NBT.4. | 17-7 Number: Before, After, and Between | 1 |  |
| 2.NBT.1. | 17-8 Number: Ordering Numbers | 1 |  |
| 2.NBT.2.  Count within 1000; skip count by 5s, 10s, and 100s. | 17-9 Number: Look for a Pattern | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 18 – THREE-DIGIT ADDITION AND SUBTRACTION**

**TOPIC 19 – MULTIPLICATION CONCEPTS**

Topic 18 (9 days), Topic 19 (2 days), Common Formative Assessment/CFA & Differentiation (10 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 2.NBT.7. 2.NBT.9.  Explain why addition and subtraction strategies work, using place value and the properties of operations. | **Topic 18**  18-1 Addition: Mental Math | 1 | Page 549 G-H Interactive Math Story  Games associated with each lesson introduced and made available for students' use. |
| 2.NBT.7 2.NBT.9. | 18-2 Addition: Estimating Sums | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-3 Addition: Models for Adding with Three-digit Numbers | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-4 Addition: Adding Three-Digit Numbers | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-5 Addition: Mental Math: Ways to Find Missing Parts | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-6 Addition: Estimating Differences | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-7 Addition: Models for Subtracting with Three-Digit Numbers | 1 |  |
| 2.NBT.7. 2 NBT.9. | 18-8 Addition: Subtracting Three-Digit Numbers | 1 |  |
| **Measurement and Data:** **Represent and interpret data.** 2.MD.10.  Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.  Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 18-9 Addition: Make a Graph | 1 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
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| **Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication** 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | **Topic 19**  19-1 Multiplication: Repeated Addition and Multiplication | 1 | Page 589 G-H Interactive Math Story  Games associated with each lesson introduced and made available for students' use. |
| 2.OA.4 | 19-2 Multiplication: Building Arrays | 1 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |